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白珊学校全景校园

The Baishan Beacon

白珊灯塔

What It Means to Learn Through Themes
主题学习的意义

Highlights from the International Classes
国际课程精彩集锦

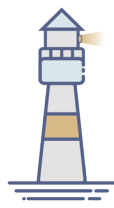
Stories from our students
学生故事



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What It Means to Learn Through Themes

By Coleton Tillett, Vice Principal – International Department

主题学习的意义



When many parents think about school, they picture subjects taught separately: English, math, science, history. While subject knowledge is still important, the world our children are growing up in doesn't exist in neat subject boxes. Real life is connected, and learning should be too.

In the International Department at Qingdao Baishan School, we use a thematic learning approach through the International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC). This means that instead of teaching subjects in isolation, learning is organized around big ideas such as sustainability, identity, innovation, or global responsibility.

For example, during a single unit, students might explore a theme through science experiments, historical case studies, persuasive writing, art, and discussion; all connected by one central idea. This helps students understand not just what they are learning, but why it matters. They begin to see how knowledge fits together and how it applies to the real world around them.

Connected learning also supports deeper understanding. When students revisit the same idea across different subjects, they are more likely to remember it, question it, and apply it in new situations. Instead of memorizing facts for a test, they are encouraged to think critically, make comparisons, and reflect on their learning.

Just as importantly, thematic learning helps students make sense of the world they live in. Global challenges such as climate change, technological growth, or cultural diversity cannot be understood through one subject alone. By learning through themes, students develop the ability to see multiple perspectives and understand complex issues with empathy and clarity.

This approach also supports our students as English language learners. Learning concepts through hands-on experiences, discussion, visuals, and cross-curricular connections makes understanding more accessible and meaningful, while strengthening language skills naturally over time.

At Baishan, learning through themes helps students become curious thinkers, confident communicators, and thoughtful global citizens. By going beyond subjects, we help our learners build knowledge that lasts and understanding that prepares them not just for the next grade, but for the wider world.



当许多家长想到学校学习时，往往会联想到被分开教授的学科：英语、数学、科学、历史。虽然学科知识依然非常重要，但孩子们所生活的世界并不是被整齐地分割成一个个学科框架。现实生活是相互关联的，学习也应该如此。

在青岛白珊学校国际部，我们通过国际小学课程（IPC）和国际初中课程（IMYC）采用主题式学习的方法。这意味着学习不再是孤立地教授单一学科，而是围绕诸如可持续发展、身份认同、创新或全球责任等核心主题展开。

例如，在一个学习单元中，学生可能会通过科学实验、历史案例研究、说服力写作、艺术创作以及讨论等多种方式来探索同一个主题，而这些学习活动都围绕着一个共同的理念展开。这帮助学生不仅理解他们在学什么，更明白为什么这些学习内容很重要。他们逐渐看清知识之间的联系，并理解这些知识如何应用于现实世界。

主题式的学习方式也有助于学生获得更深入的理解。当学生在不同学科中反复接触同一个核心概念时，他们更容易记住、提出问题，并将所学知识运用到新的情境中。学生不再只是为了考试而记忆知识点，而是被鼓励进行批判性思考、比较分析，并对自己的学习进行反思。

同样重要的是，主题式学习能够帮助学生更好地理解他们所生活的世界。气候变化、科技发展、文化多样性等全球性议题，无法通过单一学科来全面理解。通过主题学习，学生能够从多角度看待问题，以更具同理心和清晰度的方式理解复杂的现实。

这种学习方式也为英语学习者提供了有力支持。通过动手实践、讨论、视觉辅助以及跨学科的学习连接，学生更容易理解学习内容，使学习过程更有意义，同时也能在自然的环境中不断提升语言能力。

在白珊学校，主题式学习帮助学生成长为充满好奇心的思考者、自信的沟通者以及具有全球视野的公民。通过走出学科的界限，我们帮助学生构建持久的知识体系，并培养能够应对未来世界的深层理解力。



Highlights from the International Team

国际课程精彩锦集



November & December Class Recaps 十一月十二月班级概要

Kindergarten

Growing and Learning in Kindergarten

在幼儿园成长和学习

Our students have made wonderful progress in their learning over the past few months. One of their proudest achievements has been learning phonics and CVC word families. Every week, they practiced identifying the letter, its sound, and associated vocabulary. They confidently blended sounds from simple word families, building strong early reading skills. Alongside the literacy journey, students had a fun outdoor class, extending their learning beyond the classroom as they experienced the autumn weather and observed the colorful leaves. Students also explored various stories, honing their listening and comprehension skills and becoming more engaged in sharing their ideas! Last but not least, students have become more eager to update our daily calendar. They confidently identify the day, weather, and routines, reinforcing both language skills and classroom responsibility.



在过去的几个月里，我们的学生在学习方面取得了长足的进步。他们最自豪的成就之一是学习语音和 CVC 词族。每周，他们都会练习识别字母、字母发音以及相关词汇。他们还自信地将简单词族中的发音混合在一起，从而培养了强大的早期阅读技能。在识字之旅中，学生们上了一堂有趣的户外课，在体验秋季天气和观察五彩缤纷的树叶时，将学习延伸到课堂之外。学生们还探索了各种故事，磨练了他们的听力和理解能力，并更加积极地分享他们的想法！最后但并非最不重要的是，学生们更渴望更新我们的每日日历。他们自信地辨认出日期、天气和日常活动，从而加强了语言技能和课堂责任感。



Our students have made wonderful progress in their learning over the past month. In addition to the main topics (shapes, toys, modes of transportation), we also identified those connected to winter: Arctic animals, winter clothing, and the New Year celebration. Every week, they practiced learning various words, target sentences, and actions. They confidently identified blended sounds from simple word families, building strong early comprehension and speaking skills.

Alongside the language acquisition journey, students participated in different fun games, which helped broaden their worldview and develop their fine motor skills. Students also explored various stories, honing their listening and comprehension skills and deepening their engagement in forming their understanding of the plot and following the storylines. Last but not least, students learned to confidently and successfully identify jobs, daily routines, pieces of furniture, plants, and winter foods.

在过去的一个月里，学生们在学习取得了显著的进步。除了主要学习主题（形状、玩具、交通方式）之外，我们还拓展了与冬季相关的内容，包括北极动物、冬季服装以及新年庆祝活动。每周，学生们都会练习学习不同的词汇、目标句型 and 动作，并能够自信地识别简单词族中的混合音，为早期理解能力和口语表达能力打下了坚实的基础。

在语言学习的同时，学生们还参与了多种有趣的游戏活动，这不仅拓宽了他们的视野，也促进了精细动作技能的发展。学生们还接触并探索了多种故事，在聆听与理解方面不断进步，逐步加深了对故事情节和发展线索的理解与投入。最后但同样重要的是，学生们学会了自信而准确地识别职业、日常作息、家具、植物以及冬季食物，展现了全面而扎实的学习成果。



Grade 1 ESL

Celebrating Progress: Milestones in Grade One Learning

一年级学习中的重要里程碑

During this busy time of learning, pupils faced a lot of pressure as they prepared for their New Year's show. Despite the demands of both their studies and rehearsals, they managed to excel and put on a brilliant performance.

In Grade One, we are making significant strides toward achieving various educational milestones that will lay a strong foundation for our pupils' future academic journeys. The pupils demonstrate commendable proficiency in phonics, skillfully decoding and blending sounds, while also mastering sight words, which include essential vocabulary such as numbers and colours.

This quarter, we have delved into the concepts of singular and plural nouns, focusing on the grammatical rules pertaining to their endings. Additionally, we have explored the usage of "have" and "has," along with classroom objects, enabling pupils to effectively describe the contents of their school bags by colour and quantity. Our commitment to consistent learning and review is evident through regular spelling bees and assessments. These practices ensure that all pupils make meaningful progress in line with curriculum standards, fostering an atmosphere of healthy competition and support.

As we approach the Chinese New Year holiday, we will administer our second and final test for this term, providing pupils with an opportunity to showcase their growth and understanding. We eagerly anticipate celebrating their achievements as we conclude this term and look forward to the new learning experiences that await.

在这一段紧张而充实的学习时期，学生们在为新年汇演做准备的过程中承受了不小的压力。尽管需要同时兼顾学习任务 and 排练安排，他们依然表现出色，成功呈现了一场精彩的演出。

在一年级，我们正稳步推进多项重要的学习目标，为学生未来的学术发展奠定坚实基础。学生们在自然拼读方面表现良好，能够熟练地进行拼读和音素融合，同时也在不断掌握高频词汇，包括数字和颜色等基础词汇。

本学期，我们重点学习了单数名词和复数名词的概念，尤其关注其词尾变化的语法规则。同时，学生们还学习了“have”和“has”的用法，并结合课堂物品进行练习，能够根据颜色和数量清楚地描述自己书包里的物品。

通过定期开展拼写比赛和阶段性评估，我们始终坚持以复习与巩固相结合的学习方式。这些活动有效地保障了学生在课程标准要求下稳步进步，同时也营造了一个既有良性竞争、又相互支持的学习氛围。

随着春节假期的临近，我们将进行本学期的第二次也是最后一次测试，为学生们提供展示自身成长与理解能力的机会。我们期待在学期结束之际共同庆祝学生的学习成果，并满怀期待地迎接接下来的全新学习体验。



Moreover, we have delved into the nuanced use of personal pronouns, distinguishing between singular and plural forms, which are critical to their linguistic development. To further enhance their communication skills, we are exploring adjectives that describe our teachers, enabling pupils to articulate their thoughts and feelings regarding their learning environment and the educators who guide them.

This comprehensive approach to language development cultivates not only the pupils' linguistic proficiency but also enhances their social awareness and critical thinking skills. By linking language acquisition with real-world contexts and encouraging an appreciation for communal contributions, we are equipping our pupils with the skills and values necessary to become thoughtful and engaged members of society. As we continue on this educational journey, we remain dedicated to fostering a lifelong love for learning and a curiosity about the world around them.

Grade 2 ESL

Fostering Growth: Language Development and Community Awareness in Year Two

二年级的语言发展与社区意识

In Year Two, we are making commendable strides as the academic term progresses. The pupils are demonstrating exceptionally strong reading skills, particularly noticeable during our phonics lesson days when they have the opportunity to read aloud to the class. This practice not only enhances their confidence but also serves as a valuable platform for collaborative learning. Following these readings, the entire class engages in constructing and writing sentences based on the material read, thereby reinforcing their comprehension and creativity. This approach is an essential component of our Read Write Inc. (R.W.I.) programme, which underpins their reading and writing development.

In the second quarter, our discussions have shifted towards exploring various occupations, particularly those that play a vital role in supporting the community. Pupils actively engage in asking and answering questions about their parents' jobs, which contributes to a deeper understanding of the myriad roles within our society. This inquiry-based approach not only enriches their knowledge but also fosters a sense of respect and appreciation for the contributions of others, cultivating a sense of community and interconnectedness among the pupils.

在二年级，我们随着学期的推进取得了显著的进展。学生们展现出特别强的阅读能力，尤其是在语音课上，他们有机会向全班朗读。这一练习不仅增强了他们的自信心，还为协作学习提供了宝贵的平台。在朗读之后，整个班级会共同构建并书写基于所读材料的句子，从而加强他们的理解和创造力。这种方法是我们的“阅读写作结合”（Read Write Inc., 简称R.W.I.）课程的重要组成部分，促进他们的阅读和写作发展。

在第二个季度，我们的讨论转向了探索各种职业，特别是那些在支持社区方面发挥重要作用的职业。学生们积极参与关于父母工作的提问与回答，这有助于他们深入理解社会中各种角色。这种基于探究的方法不仅丰富了他们的知识，还培养了对他人贡献的尊重和欣赏，增强了同学之间的社区意识和相互联系。

此外，我们还深入研究了人称代词的细微用法，区分单数和复数形式，这对他们的语言发展至关重要。

为了进一步提高他们的沟通能力，我们还在探索描述老师的形容词，使学生能够表达他们对学习环境和引导他们的教育者的看法和感受。这种全面的语言发展方法不仅培养了学生的语言能力，还提高了他们的社会意识和批判性思维能力。

通过将语言学习与现实情境联系起来，并鼓励对社区贡献的欣赏，我们正在为学生们提供必要的技能和价值观，使他们成为富有思考能力和参与意识的社会成员。在我们继续这一教育旅程的过程中，我们将始终致力于培养对学习的热爱和对周围世界的好奇心。





Grade 3 ESL

Real life experiences – shopping

真实生活经验——购物

In Grade three we have talked about having a school fair and what a school fair involves. This has been a fun concept to talk about, with students being able to explain what they bought and what things they saw being sold at our own charity themed school fair.

After learning the functional language to talk about buying and selling (asking for the price of something – “How much is/are...”, making polite requests to buy something- “Can I have... please?”, etc) We practiced by playing some simple role-play games and then had a pretend school fair stall set up at the front of our classroom selling watches, shoes, purses, wallets, crayons, photo frames and cameras.

Students took a role selling or buying and practiced asking the price, as well as choosing if they wanted to buy or not. Students successfully used the language from the lesson in preparation for their next school fair experience or next opportunity to go shopping in English.

在三年级，我们讨论过举办校园集市以及校园集市包含哪些内容。这是一个有趣的主题，学生们能够解释他们购买了什么，以及在我们自己举办的慈善主题校园集市上看到了哪些出售的商品。

在学习了买卖相关的实用语言（询问物品价格——“How much is/are...”，礼貌请求购买——“Can I have... please?” 等）后，我们通过简单角色扮演游戏进行练习，随后在教室前方搭建了一个模拟校园集市摊位，出售手表、鞋子、手提包、钱包、蜡笔、相框和相机。

学生们扮演买卖角色，练习询问价格，并决定是否购买。他们成功运用了课堂所学的语言，为下次校园集市活动或下一次用英语购物的机会做好准备。



Moreover, our curriculum has encompassed a thorough study of comparatives, guiding pupils to discern when to employ "-er" and "-es," or to utilise the more extensive forms "more" and "most" for longer adjectives. A significant thematic focus has been the exploration of items and technologies from fifty years ago and beyond, which has captivated pupils' imaginations. Many of the items discussed, such as early telephones and the original clogs, remain unfamiliar to them or are linked to their grandparents' experiences, fostering a sense of historical connection. To maintain engagement and stimulate enthusiasm for learning, we incorporate an array of interactive quizzes and quick-thinking comprehension activities, effectively blending informative content with dynamic teaching methods. This approach not only infuses our lessons with an element of enjoyment but also creates a vibrant learning environment that encourages curiosity and fosters a lifelong love of learning. Through these efforts, we aim to nurture not only proficient writers but also critical thinkers capable of engaging with the world around them.

在这一段紧张而繁忙的学习时期，学生们在为新年汇演做准备的过程中承受了较大的压力。尽管需要同时兼顾学业与排练，他们依然表现出色，成功呈现了一场精彩的演出。

在四年级，我们投入了大量时间深入学习一般过去时，重点聚焦规则动词和不规则动词的用法——这些都是提升书面表达能力的重要基础。同时，我们还系统学习了句子结构，帮助学生理解完整句子的基本组成要素，包括主语和谓语的基本结构，以及动词、介词、副词和形容词在句子中的作用。

这些基础知识使学生能够开始撰写属于自己的个人日记，在提升写作能力的同时，练习第三人称单数的正确用法。学生们现在已经能够在适当情况下为动词添加“s”，并通过学习大量形容词及其对应的中文表达，不断丰富自己的词汇量。

此外，课程内容还涵盖了比较级和最高级的系统学习，指导学生判断何时使用“-er”和“-est”，以及在较长形容词中使用“more”和“most”。一个重要的主题学习内容是探究五十年前及更早时期的物品与科技，这一主题极大地激发了学生的兴趣。许多讨论到的物品，如早期电话和最初的木底鞋，对学生来说十分陌生，或仅与祖辈的生活经历相关，从而帮助他们建立起与历史的真实连接。

为了持续保持学习动力并激发学习热情，我们在课堂中融入了多种互动测验和快速理解活动，将知识性内容与富有活力的教学方式相结合。这种教学方法不仅让课堂更加有趣，也营造了积极、生动的学习氛围，鼓励学生保持好奇心，培养终身学习的热情。通过这些努力，我们希望培养的不仅是写作能力扎实的学生，更是能够积极思考、理解并参与周围世界的批判性思考者。



Grade 4 ESL

Exploring Language and History: Learning About Past Technologies in Year Four

探索语言与历史：四年级探索早期的技术知识

During this busy time of learning, pupils faced a lot of pressure as they prepared for their New Year's show. Despite the demands of both their studies and rehearsals, they managed to excel and put on a brilliant performance.

In Year Four, we have dedicated considerable time to exploring the intricacies of the past tense, focusing extensively on both regular and irregular verbs—skills vital for achieving proficiency in written communication. Additionally, we have engaged in an in-depth examination of sentence structure, where pupils have been introduced to the essential components of a complete sentence. This includes understanding the formulas involving subjects and predicates, as well as the roles of verbs, prepositions, adverbs, and adjectives.

This foundational knowledge has empowered pupils to initiate their own personal diaries, enhancing their writing capabilities while also incorporating the application of the third person singular form. Pupils are now adept at adding "s" to verbs when appropriate, alongside an enriching vocabulary expansion that involves numerous adjectives and their Mandarin Chinese equivalents.

Growing Our Wishing Tree Reading Takes the Lead

领跑阅读

This quarter, Grade 5 put a big spotlight on reading. We launched PALS (Peer-Assisted Learning Strategies), where students work in pairs as a Reader and a Coach to preview vocabulary, read in short bursts, and “shrink” paragraphs into one clear main-idea sentence. The routines were simple, but the results were real: students read more fluently, asked better questions, and started taking ownership of their progress—while also lifting up a partner. Across the last two chapters, our reading blocks felt more like a workshop than a lesson: purposeful, energetic, and fun. It’s been a joy to watch confidence grow as readers discovered that helping a friend often makes your own skills stronger too.

Grade 5 ESL



五年级把学习重点放在阅读上。我们引入了 PALS（同伴辅助学习策略）：学生两人一组分工为读者和教练，先预览词汇，再进行短时段朗读，并把段落“缩句”为一条清晰的中心意思。流程很简单，成效却很明显：孩子们阅读更流利了，提问更有质量，也开始对自己的进步负责——同时还能带动伙伴共同成长。过去两个单元里，我们的阅读课堂更像一个“工作坊”：有目标、有活力、也更有趣。看到他们的自信心提升，我们由衷高兴——帮助同伴的过程，也让自己的能力更强。



Grade 6 ESL

Green Messages, Real Actions

绿色讯息，真实行动



This quarter, Grade 6 turned English into action. Students designed “green T-shirts” with short, powerful messages about protecting the Earth, then combined their individual work into team posters to share good vs. bad habits using the 3Rs and should/shouldn’t + because. In hands-on sorting stations, they practiced deciding what to donate, recycle, reuse, or reduce, and explained their choices in English. The result was lively language, clear reasoning, and real-world awareness.

本学期，六年级把英语变成了行动。学生先设计了带有环保口号的“绿色T恤”，随后把个人作品整合成小组海报，用3R理念与 should/shouldn’t + because 结构区分“好习惯/坏习惯”。在分类实践站中，他们动手判断哪些物品应当捐赠、回收、再利用或减少使用，并用英语说明理由。课堂既有语言、也有思考，更贴近生活。

Grade 7 ESL

Word Building 词汇构成

This quarter in Grade 7 ESL, students focused on word building by learning how suffixes are used to form nouns, particularly nouns that refer to people and things. Through engaging examples such as act- actor, perform- performance, attract- attraction, argue- argument, and robber- robbery, students strengthened their understanding of how words change form and meaning.

Alongside word formation, students practiced basic sentence structures, learning how to use their newly formed vocabulary accurately in context. Lessons were delivered through interactive learning, including class discussions, worksheets, and a variety of fun, hands-on activities designed to reinforce understanding and encourage participation.

These activities helped students expand their vocabulary, improve sentence accuracy, and build greater confidence in using English both orally and in writing.

本学期，七年级 ESL 课程重点学习了词汇构成，尤其是通过添加后缀来构成名词，包括表示人物和事物的名词。通过 act - actor、perform - performance、attract - attraction、argue - argument 以及 robber - robbery 等生动的例子，学生加深了对英语单词结构及意义变化的理解。

同时，学生还练习了基础句型结构，学习如何在真实语境中准确运用新学词汇。课堂通过互动式教学开展，包括课堂讨论、练习单以及多种有趣的学习活动，帮助学生巩固所学内容并积极参与学习。

这些学习活动有效提升了学生的词汇量、句子准确性，以及在英语口语和写作中的自信心。



In Grade 8 ESL, students explored the important and thought-provoking topic of animal rights. Through guided discussions, they examined how humans interact with animals and considered issues such as animal abuse, animal welfare, and the ethical responsibilities people have toward animals in different contexts. As part of this unit, students took part in structured class debates, working in teams to represent and question different viewpoints. They discussed topics such as animals in entertainment, pets versus wild animals, and the ways humans use animals for food, work, or companionship. These debates encouraged students to listen carefully, express opinions respectfully, and support their ideas with clear reasons.



Grade 8 ESL

Friendship with animals and their rights

与动物的友谊及他们的权益

Through this process, students developed not only their English speaking and listening skills, but also critical thinking, empathy, and confidence in expressing complex ideas. The unit helped students use English as a tool for meaningful discussion while reflecting on real-world issues that affect society today.

在八年级 ESL 课堂上，学生们围绕动物权益这一重要且引人深思的话题展开了学习与讨论。通过教师引导的课堂交流，学生们探讨了人类与动物之间的关系，并深入思考了诸如动物虐待、动物福利以及人类在不同情境下对动物所承担的道德责任等问题。

作为本单元的重要组成部分，学生们参与了结构化的课堂辩论活动。他们以小组形式合作，从不同角度探讨人类与动物互动的方式，包括动物在娱乐中的角色、宠物与野生动物的区别，以及人类在饮食、工作和陪伴中如何使用和对待动物。辩论过程中，学生们学会了认真倾听他人观点，尊重不同意见，并用清晰、有逻辑的理由支持自己的看法。

通过这一系列活动，学生不仅提升了英语口语与听力能力，也培养了批判性思维、同理心以及自信表达复杂观点的能力。本单元帮助学生将英语作为一种有意义的沟通工具，在真实社会议题中进行思考与交流。

This quarter in Grade 9 ESL, students explored the topic of our amazing brains, focusing on how the brain functions and processes information. Through age-appropriate texts and discussions, students learned key brain-related vocabulary and practiced using this language accurately in spoken and written English. Lessons emphasized reading comprehension, vocabulary development, and sentence structure, helping students explain ideas clearly and confidently. Learning took place through interactive discussions, worksheets, and engaging classroom activities, encouraging critical thinking and meaningful participation. This unit supported students in developing both their language skills and their understanding of how the brain influences learning, behavior, and decision-making.



Grade 9 ESL

Our Amazing Brains

我们神奇的大脑

本学期，九年级 ESL 课程围绕“神奇的大脑”这一主题展开，重点探究了大脑如何运作以及如何处理信息。通过阅读适合年龄水平的文章和课堂讨论，学生学习了相关的大脑词汇，并练习在口语和写作中准确使用这些语言。

课程重点提升了学生的阅读理解能力、词汇发展以及句型结构，帮助学生更加清晰、自信地表达想法。课堂采用互动式学习方式，包括讨论、练习单和多样化的课堂活动，激发学生的批判性思维和积极参与。

该单元不仅提升了学生的英语语言能力，也加深了他们对大脑在学习、行为和决策中所起作用的理解。

Grade 10 ESL

Our Last Meals

我们的最后一餐

In Grade 10 ESL, students explored a wide range of topics, with food standing out as one of the most engaging and memorable themes. We began by discussing students' favorite foods and learning how to describe different methods of cooking, allowing students to practice practical vocabulary while sharing personal experiences.

Students then watched a documentary about a famous restaurant owner, which offered insight into the passion, creativity, and hard work behind the food industry. The documentary sparked thoughtful discussions about food culture, careers, and the stories behind successful restaurants, helping students connect language learning to real-life contexts.

As a creative task, students designed posters based on the theme “My Last Meal,” using English to explain their food choices and the reasons behind them. The unit culminated in a hands-on experience in the cooking room, where students worked together to bake Christmas cookies.



This shared activity brought language learning to life and reinforced the idea that English is a tool for communication, collaboration, and enjoyment.

在十年级 ESL 课堂上，学生们围绕多个贴近生活的话题展开学习，其中“食物”成为了最受欢迎、也最令人印象深刻的话题之一。课程伊始，学生们分享了自己最喜欢的食物，并学习如何用英语描述不同的烹饪方式，如煎、煮、烤和蒸等，在轻松的交流中不断提升口语表达能力。

随后，学生们观看了一部关于著名餐厅经营者的纪录片，通过真实故事了解美食背后的努力、创意与坚持。影片引发了学生对饮食文化、职业选择以及个人梦想的深入讨论，也帮助他们在真实语境中理解和运用英语。

在创作环节中，学生们设计并展示了以“我的最后一餐”为主题的海报，用英语介绍自己选择的食物及其背后的意义。本单元的高潮是一次特别的实践活动——全班一起前往烹饪教室，亲手制作圣诞饼干。在合作与欢笑中，学生们将课堂所学的语言真正运用到实际生活中。

通过这一系列活动，学生不仅提高了英语表达能力，也体会到语言作为沟通和分享文化的工具所带来的乐趣。

Grade 11 ESL

Professions and Passions

职业与爱好

In Grade 11 ESL, students focused on the topic of jobs and future careers, exploring how personal interests, skills, and preferences influence career choices. Through class discussions, students examined a wide range of professions and talked about the demands and responsibilities associated with different jobs, including required skills, working conditions, and lifestyle considerations.

Students were encouraged to reflect on their own strengths and preferences, expressing which careers interested them most and why. To support this process, the class completed a series of psychological and career-orientation tests, which helped students identify possible career paths that align with their personalities and abilities. These activities sparked meaningful conversations about self-awareness, motivation, and long-term goals.

Through this unit, students developed their ability to discuss abstract ideas, give reasons for their choices, and engage in thoughtful reflection using English. The lessons helped students see English not only as an academic subject, but also as a practical tool for planning their futures and making informed decisions.

在十一年级 ESL 课程中，学生们围绕职业与未来发展这一主题展开学习。通过课堂讨论，学生们了解了不同职业的类型，并探讨了各种工作的要求与责任，包括所需技能、工作环境以及对生活方式的影响。

在学习过程中，学生们积极反思自己的兴趣、性格和能力，表达了自己对不同职业的偏好及原因。作为课程的一部分，学生们还完成了多种心理测评和职业倾向测试，帮助他们更好地认识自己，并探索与自身特点相匹配的未来职业方向。这些活动引发了关于自我认知、学习动机和长期目标的深入交流。

通过本单元的学习，学生不仅提升了用英语讨论抽象话题和表达观点的能力，也逐渐认识到英语在未来学习和职业规划中的实际价值，将语言学习与个人成长紧密结合起来。

IPC 1

Amazing Adventures

奇妙探索之旅

Quarterly Learning Summary: IPC (International Primary Curriculum) This quarter has been a vibrant journey of exploration and discovery across our IPC units, culminating in rich, hands-on learning experiences that connected classroom knowledge to real-world applications. We successfully wrapped up our "A Day in the Life" unit, where students deeply explored community roles and their own potential futures.

The unit culminated in a meaningful writing project in which each student authored a personal narrative describing their dream career, articulating not only what they would do but also why they would be excellent at it, connecting their unique skills and passions to their aspirations.





We then embarked on an exciting adventure with our "Treasure Islands" unit, which seamlessly wove together geography, history, and design. Students built foundational map skills by learning to identify all seven continents and five oceans. Navigation became a core focus as we studied and crafted our own functional compasses, with students even creating clever mnemonic devices to remember the cardinal directions.

Our exploration extended to global trade, tracing the journey of tropical fruits across the seas—a topic that fascinatingly intersected with historical studies of pirates. This inspired our creative project of designing and crafting "pirate coins," complemented by writing detailed "How-To" books to document the process.

The unit concluded with a celebratory Exit Point, where families were invited into our classroom to participate in interactive stations. Guests embarked on mini-adventures in coin-making, tropical fruit "trade routes," and compass navigation, allowing students to proudly and confidently showcase their learning.

IPC2 Learning, Creativity, and Confidence

学习、创造力与自信

Our IPC 2 students enjoyed an exciting and meaningful learning journey through their recent units, combining academic skills with creativity and personal growth. Through engaging themes such as Treasure Island and A Day in the Life, students explored the world around them while developing their thinking, communication, and collaboration skills. They learned how people live, work, and contribute to their communities through hands-on activities, discussions, and creative projects that encouraged curiosity, teamwork, and independence. Beyond the classroom, students took part in a lively Talent Show, where they confidently showcased their unique abilities, including singing, dancing, art, and storytelling. This special event helped students celebrate what makes them unique while building confidence, self-esteem, and respect for others.

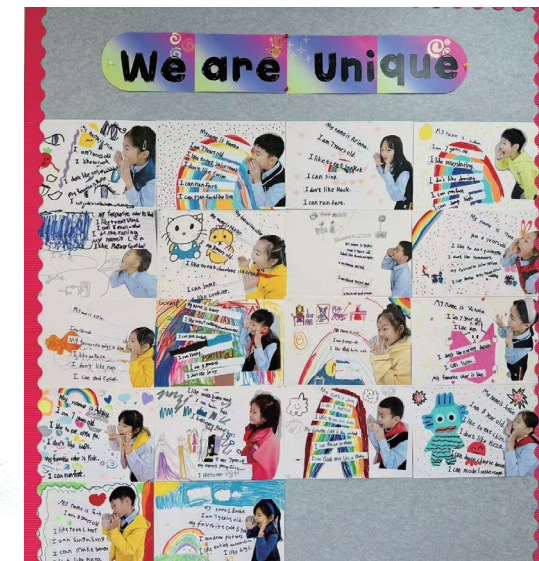
Beyond our core units, our community celebrated cultural awareness with a joyful International Harvest Celebration. This event honored diverse traditions and fostered a shared sense of gratitude and global connection within our school family. It has been a quarter filled with curiosity, creativity, and tremendous growth. We are incredibly proud of the students' hard work and enthusiasm and look forward to continuing our learning journey in the new year.

IPC（国际小学课程）季度学习总结本季度，我们在IPC课程中开启了一段充满活力与发现的探索之旅，通过丰富的实践学习体验，成功将课堂知识与现实世界紧密连接。我们圆满完成了“生活中的一天”单元学习。在该单元中，学生们深入探索了社区各类职业角色以及自身未来的可能性。单元最终以一项富有意义的写作项目收尾：每位学生撰写了一篇个人叙事文章，描述自己的理想职业，不仅说明自己想做什么，更阐述了自己为何能胜任——将个人独特的技能和热情与职业理想联系起来。随后，我们开启了激动人心的“金银岛”单元探索。该单元巧妙融合了地理、历史与设计。学生们通过学习识别七大洲和五大洋，建立了基础的地图技能。导航成为学习的核心，我们研究并亲手制作了可使用的指南针，学生们甚至还创作了巧妙的记忆口诀来记住基本方位。我们的探索延伸至全球贸易，追踪了热带水果跨越海洋的旅程——这一主题与对海盗的历史研究产生了迷人的交集。受此启发，我们开展了创意项目：设计并制作“海盗硬币”，同时辅以撰写详细的“制作指南”书记录整个过程。本单元以一场庆祝性的“学习成果展”圆满收官，我们诚邀家长走进课堂，参与互动式学习站的活动。来宾们体验了硬币制作、热带水果“贸易路线”和指南针导航等迷你冒险环节，让学生得以自豪而自信地展示他们的学习成果。除了核心单元学习，我们还欢庆了“国际丰收庆典”，这次活动颂扬了多元文化传统，在学校大家庭中培养了共同的感恩之心与全球联结意识。这是一个充满好奇心、创造力与显著成长的季度。我们为学生们付出的努力和展现的热情感到无比自豪，并期待在新的一年里继续我们的学习之旅。

Throughout the unit, students reflected on their strengths and individuality, learning that everyone has something special to offer. The IPC 2 program made learning meaningful, memorable, and inspiring.

IPC二年级的同学们在近期单元学习中，踏上了一场融合学术技能与创造力的精彩成长之旅。“宝藏岛”与“生活一日”等主题引领孩子们探索世界，在实践活动中培养思维力、沟通力与合作精神。通过情景讨论、创意手工等沉浸式体验，学生们深入理解人们如何生活、工作并为社区贡献力量，在激发好奇心的同时塑造了团队协作与独立精神。

课堂之外，才华横溢的学子们在校园才艺秀中闪耀登场。他们以动人的歌喉、灵动的舞姿、绚丽的画作和生动的故事演绎，自信展现独特天赋。这场特别的盛会不仅让每个孩子学会欣赏自身闪光点，更在掌声中筑起自信的阶梯，让尊重与喝彩在校园流淌。在学习过程中，孩子们持续反思自身优势与个性特质，深刻体会到“各美其美，美美与共”的真谛。整个IPC二年级课程将知识转化为难忘的生命体验，为成长之路注入了持续闪耀的启迪之光。



Adventures in Island Learning!

荒岛大冒险

IPC 3 students have set sail on a new adventure with the unit 'Island Life'. The voyage launched with an immersive Entry Point, as the classroom transformed into a tropical shipwreck scene. This hands-on experience of "surviving" together sparked the class's curiosity about what makes islands unique. Students developed geographical skills by investigating how islands form, comparing continental islands like Tasmania to coral atolls like the Maldives. They created maps, models, and studied diverse climates and biomes. The inquiry expanded into cultural studies, where students examined traditional island textiles and music, discovering how these art forms reflect local environments and resources. The unit culminated in an Exit Point where students presented their research, synthesizing their understanding of geography, ecology, and sustainable human communities. Through this journey, students gained a deeper appreciation for the unique beauty and challenges of island ecosystems.



IPC三年级的孩子们以“岛屿生活”单元开启全新冒险旅程。课程在一场沉浸式“导入活动”中扬帆启航——教室化身为热带海域的沉船现场。这场亲身体验的集体“荒岛求生”，点燃了孩子们对岛屿独特性的探索热情。

孩子们通过研究岛屿成因发展地理技能，将塔斯马尼亚这类大陆岛与马尔代夫等珊瑚环礁进行对比。他们绘制地图、制作模型，探究多样的气候与生态系统。

探索延伸至文化领域，孩子们考察传统岛屿纺织品与音乐，发现这些艺术形式如何反映当地环境与资源。在“单元展示”中学生们通过研究成果汇报，融合贯通了对地理、生态及可持续社群的理解。这段探索之旅让孩子们更深刻地体会到岛屿生态系统既充满独特魅力，又面临生存挑战。



IPC4

Island Adventures – Learning, Exploring and Celebrating Together!

海岛大冒险——一起学习、探索与成长！

IPC 4 students explored the exciting unit Island Life, where they learned about islands around the world and the different types of islands, including volcanic, continental and coral islands. Students also discovered the journey of Charles Darwin and his exploration of the Galápagos Islands, helping them understand how islands are formed and how living things adapt to their environments.

Alongside their Geography and Science learning, students developed important life skills through lessons on textiles and water safety. These activities encouraged creativity, responsibility and an understanding of how humans interact with island environments.

Our learning journey concluded with an amazing Exit Point, where students confidently shared their knowledge, skills and understanding with parents and peers. Families enjoyed interactive booths, including a hands-on volcano-making activity, and the event ended with a joyful song and dance performed in colourful Hawaiian costumes.

本学期，IPC 4 的学生学习了精彩的 Island Life（岛屿生活）单元，在本单元的学习中，他们认识了世界各地的岛屿，了解了火山岛、大陆岛和珊瑚岛等不同的岛屿类型。同学们还走进查尔斯·达尔文的科学足迹，探寻他在加拉帕戈斯群岛的考察之旅，由此进一步理解岛屿的形成过程，以及生物如何适应岛屿环境。

在地理与科学知识的学习之外，同学们还通过布艺手工与水上安全课程，培养了关键的生活技能。这些实践活动不仅激发了大家的创新思维，增强了责任意识，更让同学们懂得了人类与岛屿生态环境之间的共生关系。

本次主题探究之旅在一场精彩纷呈的成果展示活动中圆满落幕。同学们自信满满地向家长和同伴分享自己的所学、所获与所思。活动现场设置了丰富的互动体验摊位，其中的火山手工制作活动深受大家喜爱。最后，同学们身着色彩绚丽的夏威夷服饰，载歌载舞，为整场活动画上了圆满的句号。



IPC5

Science in Motion:

IPC 5 Begins the “Being Human” Unit

科学在行动：IPC 五年级开启《人之为人》学习单元

The IPC 5 students have launched their new unit, “Being Human”, with energy, curiosity, and plenty of movement. To begin the unit, students took part in an engaging Entry Point where they explored how their own bodies respond to physical activity. By tracking changes in heart rate and breathing after different exercises, students made immediate, real-life connections to the science behind the human body.

During the Knowledge Harvest, students shared what they already knew about the human body, including organs and body systems, helping teachers identify prior knowledge and spark meaningful discussions. This collaborative start allowed students to see how much they already understand, and how much there is still to discover, setting a strong foundation for the learning ahead.

Hands-on learning has been a highlight of the unit so far. While studying the musculoskeletal system, students designed and built a “robot finger” to model how bones, muscles, and tendons work together to create movement. In another active lesson, students acted out the journey of blood through the body, showing how it travels from the heart to the lungs to receive oxygen before circulating throughout the body again. Through movement, modelling, and exploration, IPC 5 students are fully engaged in discovering what it truly means to be human.

五年级IPC课程学生已活力满满、满怀好奇地开启了新单元——“人之为人”，课堂全程互动感十足。单元伊始，学生们参与了趣味导入活动，探索人体对身体活动的反应机制；通过记录不同运动后心率与呼吸的变化，他们将人体背后的科学原理与现实生活快速建立了关联。

在知识梳理环节，学生们分享了自身已掌握的人体相关知识（包括器官及身体系统），助力教师了解学情、激发深度讨论。这种协作式开篇让学生清晰认识到自身已有知识储备，也明确了待探索的知识盲区，为后续学习筑牢基础。

动手实践是本单元目前的一大亮点。学习肌肉骨骼系统时，学生们自主设计并制作“机械手指”，模拟骨骼、肌肉与肌腱协同运作产生动作的过程；另一堂互动课上，学生们通过情景演绎还原血液在人体内的循环路径，直观展现血液从心脏流向肺部获取氧气，再回流至全身的完整过程。凭借肢体互动、模型制作与探索实践，五年级IPC课程学生正全身心投入探索，解锁“人之为人”的真正内涵。



IPC 6

A Journey of Discovery and Collaboration 探索与协作的征程



During our IPC Milepost 3 unit Earth as an Island, students embarked on an exciting learning journey that explored the world's islands and how they connect to the rest of the planet. Through inquiry-based learning, learners discovered how different islands are formed, how old they are and why no two islands are exactly the same. They also investigated important global ideas such as imports and exports, climate, natural resources and the traditions and cultures found on islands around the world.

Throughout the unit, students worked both collaboratively and independently. In groups, they shared ideas, communicated effectively and supported one another while planning and creating their learning tasks. Individually, they took responsibility for research, reflection and creative decision-making, helping them grow in confidence and independence.

One of the highlights of the unit was the Exit Point, where parents were invited to celebrate the students' learning. Learners proudly presented their impressive 3D island projects, explaining the type of island they created and what they had learned about climate, trade and daily life. These hands-on models showcased creativity, teamwork and a deep understanding of the unit's learning goals.

The Earth as an Island unit not only strengthened academic knowledge but also helped students develop collaboration, communication and presentation skills that will support them far beyond the classroom.



在 IPC “地球如岛” 单元中，学生们开启了一段精彩纷呈的学习之旅，探索全球岛屿的奥秘及其与地球其他区域的关联。通过探究式学习，学生们发现了不同岛屿的形成机制、地质年代，以及“世界上没有两座完全相同的岛屿”的深层原因。同时，他们还围绕全球核心议题展开研究，包括进出口贸易、气候特征、自然资源，以及世界各地岛屿的独特传统与文化。

本单元学习过程中，学生们采用协作学习与自主探究相结合的方式。小组合作时，他们在规划和完成学习任务的过程中积极分享想法、高效沟通、互帮互助；自主学习时，学生们独立承担研究任务、进行反思总结并做出创造性决策，这一过程有效提升了他们的自信心与自主学习能力。

本单元的亮点环节是“成果展示课”（Exit Point），我们特别邀请家长共同见证学生的学习成果。学生们自豪地展示了精心制作的 3D 岛屿模型作品，详细讲解了所创岛屿的类型，以及在气候、贸易和日常生活等方面的研究发现。这些实践性作品充分展现了学生们的创造力、团队协作能力，以及对单元学习目标的深刻理解。

“地球如岛”单元不仅帮助学生夯实了学术知识基础，更培养了他们的协作能力、沟通能力与表达能力，这些核心素养将为他们未来发展提供长远助力，远超课堂学习本身的价值。



IPC Drama

IPC Drama Spotlight PC 戏剧聚焦

在最近的 IPC 戏剧课程中，学生们正在探索木偶表演、自我表达和独白表演，课程重点放在关注个体学习需求，并帮助学生发展和提升自身的技能与特长。

IPC 1 和 2 的学生主要专注于团队合作表演，学习如何在表演中合作、沟通并作为一个整体呈现作品。IPC 3 和 4 的学生则侧重于角色塑造，并通过木偶表演等创意工具，更加灵活和富有想象地适应不同角色。木偶表演也帮助学生探讨社会、情绪和社会议题，同时提升他们的社交能力、沟通能力和自信心。

IPC 5 和 6 的学生通过独白表演和个人项目进行自我表达，体验更加以学生为中心的学习方式。在一对一的指导下，学生探索自己在表演艺术中的兴趣，并将其作为提升表达能力、语言能力和自信心的重要途径。

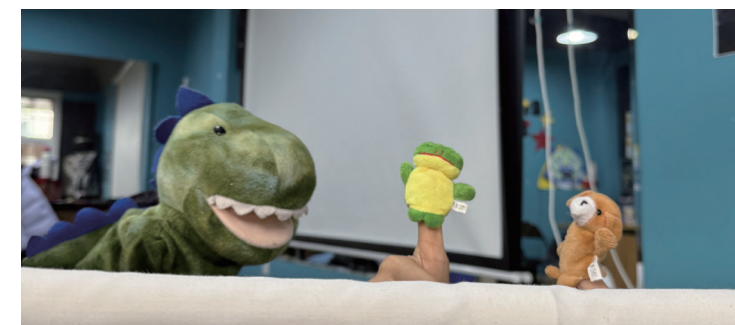
戏剧课程持续为学生提供一个安全且富有创造力的空间，帮助他们成长为自信、善于表达和具有反思能力的学习者。

In recent IPC Drama classes, students have been exploring puppetry, self-expression, and monologues, with a strong focus on meeting individual learning needs and nurturing each learner's unique talents.

IPC 1 and 2 students are developing their ensemble skills, learning to collaborate, communicate, and perform as a group. IPC 3 and 4 students are focusing on characterisation, using creative tools such as puppetry to adapt to roles more imaginatively. Puppetry has also provided a meaningful platform for students to explore emotions, social issues, and conversations about society, while strengthening their social skills, communication, and confidence.

IPC 5 and 6 students are engaging in self-expression through monologues and personal projects, allowing for a more learner-focused approach. Through one-on-one guidance, students are discovering their interests within the performing arts and using them to develop presenting skills, language acquisition, and self-confidence.

Our drama classroom continues to provide a safe and creative space for students to grow as expressive, reflective, and confident learners.





IPC PE

PE Journey – From Fundamental Skills to Athletics 体育课程：基础动作、田径与体育教育

Milepost 1 – IPC 1 & IPC 2

Unit: Fairy Athletics

IPC 1 and IPC 2 students explored the Fairy Athletics unit, which introduced athletics skills through imaginative and play-based activities. Students practiced running, long jumps, long throws, and participated in a variety of movement-based challenges to improve balance, coordination, and agility.

Through fairy-themed games and activity stations, students developed gross motor skills, learned how to move safely in shared spaces, and began to understand basic concepts such as distance, speed, and body control. The unit encouraged confidence, cooperation, and enjoyment of physical activity in a fun and supportive learning environment.

Milepost 2 – IPC 3 & IPC 4

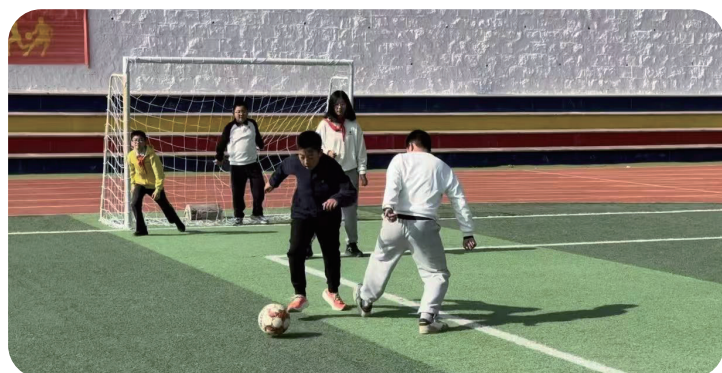
Unit: Athletics

IPC 3 and IPC 4 students took part in a structured Athletics unit that focused on developing and refining fundamental athletic skills. Students practiced sprinting, running techniques, standing and running long jump, and throwing for distance and accuracy. Lessons emphasized proper technique, coordination, and physical fitness, while encouraging students to challenge themselves and track personal improvement. Students also developed resilience, teamwork, and positive communication, supporting one another during activities and skill challenges.

Milepost 3 – IPC 5 & IPC 6

Unit: Sports Education

IPC 5 and IPC 6 students participated in a Sports Education unit, where they were introduced to a variety of team sports. Students learned the basic rules, roles, and game structures of different sports, as well as how to apply skills effectively during gameplay.



The unit focused on developing teamwork, communication, and sportsmanship, with students taking on different roles such as players, referees, and team leaders. Through small-sided games and modified competitions, students improved their decision-making, tactical awareness, and understanding of fair play.

Overall, the Sports Education unit helped students gain confidence in participating in team sports, respect rules and opponents, and develop a positive attitude toward active and healthy lifestyles.



里程碑1 – IPC 1 & IPC 2

单元：童话田径 (Fairy Athletics)

IPC 1 和 IPC 2 的学生通过童话田径单元，以富有想象力和趣味性的方式学习基础田径技能。学生练习了跑步、立定跳远、投掷（远投），并参与了多种提升平衡能力、协调性和灵敏性的运动活动。

通过童话主题的游戏和活动站，学生发展了大肌肉运动能力，学会在共享空间中安全地活动，并初步理解了距离、速度和身体控制等基本概念。本单元营造了轻松、支持性的学习环境，鼓励学生建立自信心、合作意识，并享受体育活动的乐趣。

里程碑2 – IPC 3 & IPC 4

单元：田径 (Athletics)

IPC 3 和 IPC 4 的学生参与了更加系统的田径单元，在原有基础上进一步提升运动技能。学生练习了短跑、跑步技术、立定跳远、助跑跳远以及投掷的距离和准确性。

课程重点关注正确的动作技术、身体协调性和体能发展，同时鼓励学生不断挑战自我并关注个人进步。学生在活动中展现了坚持、合作与积极沟通的能力，学会在练习和挑战中相互支持。

里程碑3 – IPC 5 & IPC 6

单元：体育教育 (Sports Education)

IPC 5 和 IPC 6 的学生参与了体育教育单元，学习了多种团队运动。学生了解了不同运动项目的基本规则、角色分工和比赛方式，并学习如何在实际比赛中运用相关技能。

本单元重点培养学生的团队合作、沟通能力和体育精神。学生在课程中轮流担任运动员、裁判和队长等角色，通过小组比赛和改编规则的游戏，提高了战术意识、决策能力和公平竞赛意识。

通过体育教育单元，学生更加自信地参与团队运动，学会尊重规则、尊重对手，并逐步形成对积极、健康生活方式的正确认识。

IMYC English Language Arts



IMYC 7 Creating Narratives 创作叙事文章

Grade 7 students have spent the last part of this term strengthening their core language skills, including vocabulary and grammar in context, typing and writing fluency, and the ability to read as writers and write as readers. They began their last IMYC unit, Adaptability, by exploring short stories and identifying key narrative features. Students analysed narrative structure, character foils, setting descriptions, and the “rollercoaster” plot model to understand how stories are built. Building on these insights, students applied their reading and interpretation skills to creative work for the last part of term, through a rubric-assessed story composition project.

This required them to plan, draft, and develop their ideas into a polished written story suitable for magazine publication. Through this process, students experienced the full writing journey, from initial brainstorming to becoming published authors.

A major focus of the project was peer editing and revision. Acting as editors, students reviewed each other’s work from the perspective of an engaged reader, offering constructive feedback and suggestions to strengthen clarity and impact. This collaborative approach not only improved the quality of their stories but also deepened their understanding of audience and purpose.

Students performed exceptionally well, demonstrating agency and creative expression throughout the unit. The skills they developed, planning, drafting, revising, and reflecting, are transferable to a wide range of writing tasks, from fictional narratives to formal essays and presentation scripts. This project was a powerful example of how adaptability and creativity combine to produce meaningful, high-quality work.



IMYC 9

七年级学生在本学期的最后阶段专注于强化核心语言技能，包括词汇和语法在语境中的运用、打字和写作流畅度，以及“以作家身份阅读、以读者身份写作”的能力。他们开始了最后一个 IMYC 单元“适应性”，通过阅读短篇小说，识别叙事的关键特征。学生们分析了叙事结构、角色对比、环境描写以及“过山车”式情节模型，以理解故事的构建方式。

在此基础上，学生们将阅读和理解能力应用于创作实践，完成一个基于评分标准的故事写作项目。该项目要求他们进行计划、起草，并将创意发展为精心打磨的成品，达到杂志出版的标准。在这个过程中，学生们体验了完整的写作历程，从最初的头脑风暴到成为“出版作者”。

该项目的一个重点是同伴编辑和修订。学生们以编辑的身份，从读者的角度审阅彼此的作品，提出建设性反馈和改进建议，以增强作品的清晰度和影响力。这种协作方式不仅提高了故事质量，还加深了他们对受众和写作目的的理解。

学生们在整个单元中表现出色，展现了自主性和创造力。他们所发展的技能——计划、起草、修订和反思——可以广泛应用于各种写作任务，从虚构叙事到正式的非虚构写作，如论文或演讲稿。本项目充分体现了适应性与创造力如何结合，产出有意义且高质量的作品。



IMYC 8

Investigating Traditions 调查传统

Grade 8 students worked diligently this term to strengthen and refresh their research skills. They focused on selecting reliable sources, referencing and citing correctly, and integrating these into their expository and research-based writing.

Students explored the cultures of their home, host, and adopted countries, investigating traditions such as How do people in Greece celebrate Christmas? and Why do Americans celebrate Thanksgiving? In the second half of the term, students shifted to journalistic work. They researched the background of one of the international community members on campus and conducted interviews for a magazine feature about how traditions are challenged when living overseas.

Subjects included individuals from Russia, South Africa, and Azerbaijan. Students asked questions on a wide range of topics from food and childbirth to education and language use. They followed professional journalistic practices by preparing waiver forms, transcribing audio interviews, and accurately quoting their subjects in their articles.



This month in Science 8.3, students examined particle theory and the traditions that led to the discovery of the atom. Students worked to diagram how particles behave in solids, liquids, and gases noting their similarities and differences. Students then looked at how energy is transferred between particles. Afterwards, students worked to prove that particles exist by examining Brownian motion and how pollen grains can be seen to move on top of water even though no external force is acting upon them.

八年级学生本学期努力学习，以加强和巩固他们的研究技能。他们重点练习如何选择可靠的资料来源，正确引用和标注，并将这些内容整合到说明性和研究性写作中。

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学生们探索了自己家乡、寄居国和移居国的文化，调查了各种传统，例如“希腊人如何庆祝圣诞节？”以及“美国人为什么庆祝感恩节？”

在学年的后半段，学生们转向新闻写作。他们研究了校园国际社区成员的背景，并进行了采访，为杂志撰写专题报道，探讨在海外生活时传统如何受到挑战。

采访对象包括来自俄罗斯、南非和阿塞拜疆的人士。学生们提出了涉及广泛主题的问题，从饮食、分娩到教育和语言使用。他们遵循专业的新闻写作规范，准备授权书、转录音频采访，并在文章中准确引用受访者的原话。

这一过程使学生们能够延伸上学年所发展的新闻写作技能，并在选择采访对象和呈现方式上发挥自主性。



IMYC 9

Grade 9 students focused on essential writing skills throughout this term, revisiting how to craft compound sentences, develop ideas into PEEL paragraphs, and shape those paragraphs into informational articles and persuasive essays. Students explored the world of newspapers, learning the features of a newspaper article, including typography, sentence-level structures, and journalistic conventions. They examined how newspapers capture reader attention and meet expectations for fast, accurate information sharing. In addition, students practiced close reading to strengthen summarizing, paraphrasing, and academic referencing skills. Using these techniques, they composed engaging articles about examples of community around the world, with topics ranging from the US Federal Bureau of Investigation and Al Qaeda to the infamous Five Points Gang.

Later in the term, students transitioned to essay writing, focusing on how to develop a strong thesis statement and build it into a well-structured essay in response to a literary text.



九年级学生在整个学期中专注于关键写作技能，重新学习如何写出复合句，将观点发展为 PEEL 段落，并将这些段落进一步塑造成信息性文章和说服力论文。

学生们探索了报纸的世界，学习报纸文章的特点，包括版式设计、句子层面的结构以及新闻写作的惯例。他们研究了报纸如何吸引读者注意力，并满足读者对快速、准确信息分享的期望。此外，学生们练习了精读技巧，以提高总结、释义和学术引用能力。运用这些技巧，他们撰写了关于世界各地社区实例的有趣文章，主题涵盖美国联邦调查局、基地组织以及臭名昭著的“五点帮”。

在学期后期，学生们转向论文写作，重点学习如何将一个有力的论题陈述发展成一篇结构完整的文学文本回应性论文。

Math & Science

IMYC 7

Balance in Nature

自然的平衡

The students of IMYC 7 have been looking at balance in nature and the movement of energy between different trophic levels. Students engaged with a series of labs related to food chains and how the consumption patterns of organisms work to bring nature into balance. Students evaluated how the loss of energy between trophic levels created a pyramidal relationship between top consumers and producers. Students were then asked to generate a food web based upon the local environment and the creatures we find living around us. Next, students created a one slide matching game where other students had to move organisms around to create feasible energy links. Students will now look at how human interactions with the environment have impacted food chains and what can be done to bring them back into balance.

IMYC 7 的学生一直在研究自然界的平衡以及不同营养级之间的能量转移。学生们参与了一系列与食物链相关的实验，了解生物的消耗模式如何促使自然保持平衡。学生们评估了营养级之间能量损失如何在顶级消费者和生产者之间形成金字塔式的关系。随后，学生们被要求根据当地环境和周围的生物生成一个食物网。接着，学生们制作了一张滑动配对游戏的幻灯片，其他学生需要移动生物以创建可行的能量链接。接下来，学生们将研究人类与环境的互动如何影响食物链，以及如何采取措施将其恢复平衡。



IMYC 8 Bonding with Chemical Bonds 化学键的结合

Recently the students of IMYC Grade 8 worked on decoding the Periodic Table of Elements. Students researched the key information presented on the Periodic Table such as the chemical symbols for specific elements, the atomic mass, the atomic number, along with the patterns and trends found within the Periodic Table as well. Students utilized this information to recognize, build, and present atomic models. Next, students learned the rules related to naming chemical compounds to correctly identify and break them apart. Students then examined different types of chemical bonds that exist such as ionic, covalent, and metallic. In the end students created their own special bond with the elements that surround us and the ways in which we understand them.

最近，IMYC 八年级的学生致力于解读元素周期表。学生们研究了周期表中呈现的关键信息，例如特定元素的化学符号、原子质量、原子序数，以及周期表中的规律和趋势。学生们利用这些信息来识别、构建并展示原子模型。

接下来，学生们学习了化学化合物命名的相关规则，以便正确识别并拆解它们。随后，学生们探讨了不同类型的化学键，如离子键、共价键和金属键。

最终，学生们与环绕我们的元素建立了自己的“特殊联系”，并深入理解我们认识它们的方式。



IMYC 9 Grade 9 Goes Electric! 九年级走向电力时代

During the past month, the students of IMYC 9 have been working to understand how electricity is generated and how it can be transmitted. The students built electrical circuits and power generators while also learning about current flows and voltage through the completion of a series of energy-based activities. Students then researched electrical fields and how opposite charges are attracted to one another while like charges repel one another. Students then put their knowledge to work by designing electric cars and circuit boards. Students completed their understanding of electricity by researching energy solutions for rural areas in Africa. Overall, this month has been electrifyingly fun!



在过去的一个月里，IMYC 9 的学生一直在努力理解电是如何产生的以及如何传输的。MY3 的学生在学习电流流动和电压的过程中，建造了电路和发电机，并完成了一系列以能量为基础的活动。随后，学生们研究了电场以及相反电荷如何相互吸引，而相同电荷则相互排斥。之后，学生们将所学知识应用于设计电动汽车和电路板。学生们通过研究非洲农村地区的能源解决方案来完善对电的理解。总体而言，这一个月学习令人兴奋而有趣！



IMYC Design

Logo Design 标志设计

IMYC 7



Grade 7 students have successfully completed their logo design unit and presented their final designs to the class. Throughout the unit, students focused on building foundational skills in sketching, idea generation, and basic graphic design principles. They explored how logos use shapes, colors, and typography to represent a brand's identity.

Students created their own imagined brands, developed multiple logo ideas, and produced a final digital version of their logo. They also placed their designs onto simple merchandise mockups to see how their logos might look in real-life contexts. This unit helped Grade 7 students build confidence in both creative thinking and digital design tools.

七年级学生已顺利完成标志设计单元并向班级展示了最终作品。在本单元中，学生重点学习了草图绘制、创意思维以及平面设计的基础原则，了解了标志如何通过形状、颜色和字体来表达品牌形象。

学生们为自己设想的品牌设计了多个标志方案，并完成了最终的数字化设计。同时，他们还将标志应用到简单的商品效果图中，观察设计在真实情境中的呈现方式。本单元有效提升了学生的创意表达能力和数字设计信心。

Grades 8 and 9 students completed the logo and brand identity unit with a deeper focus on design thinking, branding, and visual communication. Students analyzed professional logos to understand how designers use simplicity, balance, symbolism, and typography to communicate meaning and connect with an audience.

They developed and refined multiple logo concepts, recreated examples to study structure, and produced polished final designs using digital tools. Students also applied their logos to merchandise mockups, allowing them to evaluate how their designs perform in real-life applications. Several projects stood out for their strong concepts and professional-quality execution. Some of these designs are of a standard that could realistically be printed on actual merchandise and displayed outside the classroom, highlighting the high level of skill and understanding demonstrated by students in these year groups.

八、九年级学生以更深入的层次完成了标志与品牌形象设计单元，重点学习了设计思维、品牌概念以及视觉沟通方式。学生通过分析专业标志案例，理解设计师如何运用简洁性、平衡感、象征意义和字体设计来传达信息并与受众建立联系。

他们发展并完善了多种标志设计方案，通过重现经典案例来研究设计结构，并使用数字工具完成了高质量的最终作品。学生还将标志应用到商品效果图中，以评估设计在真实应用场景中的表现。

其中部分作品在概念和完成度上表现尤为突出，已达到可以实际印制在商品上并在教室外展示的水平，充分体现了八、九年级学生在设计能力与理解深度方面的成长。

IMYC 8 & 9



IMYC Humanities

IMYC 7

In Humanities class grade 7.3 students have been working on their Communicator Personal Learning Goals. The students led the monthly personal learning Goal Assembly and performed a skit about communicating feelings in a positive and socially acceptable way. They also participated in a reader's theatre performance of the book *When Sophie Gets Angry—Really, Really, Angry* by Molly Bang. The students worked hard on their lines and improved their English pronunciation as a result. Grade 7.3 students researched and wrote an essay using a primary source document, The United Nations Convention on the Rights of the Child. They will continue to explore the concept of human rights in the month of January.



Communication and Rights 沟通与权利



在七年级 7.3 班的人文课程中，学生们一直围绕“沟通者（Communicator）”个人学习目标开展学习。学生们主导了每月一次的个人学习目标主题集会，并表演了一段情景短剧，展示如何以积极、符合社会规范的方式表达情绪。他们还参与了读者剧场表演，朗读了《当苏菲生气的时候——真的、真的很生气》（*When Sophie Gets Angry—Really, Really, Angry*，作者 Molly Bang）。学生们在排练台词的过程中付出了很多努力，同时也有效提升了英语发音能力。

此外，7.3 班的学生还通过研读一手资料《联合国儿童权利公约》，完成了相关主题的研究与论文写作。学生们将在一月份继续深入探究人权这一核心概念。

IMYC 8

Collaborating to Facilitate Learning 协作促进学习

Grade 8.3 explored the United Nations Universal Declaration of Human Rights. Students examined the articles in the primary source document and wrote a short essay about the importance of the document. Grade 7.3 students also explored the United Nations Sustainable Development Goals and worked together in groups to create a Power Point and presentation for one of the Sustainable Development Goals. By working together on this assignment, students were able to practice and demonstrate success for the Personal Learning Goal, Collaborator.



八年级 8.3 班探究了《联合国世界人权宣言》。学生们研读了这一一手资料中的各项条款，并撰写了一篇简短的文章，阐述该文件的重要意义。

七年级 7.3 班的学生还学习了联合国可持续发展目标（SDGs），并以小组合作的形式，为其中一个可持续发展目标制作了 PPT 并进行展示。通过完成这一合作任务，学生们得以练习并成功体现了他们的个人学习目标——合作者（Collaborator）。

IMYC 9

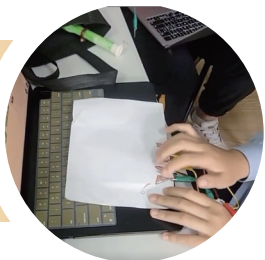
Exploring the Sustainable Development Goals 探索可持续发展目标

Grade 9.3 students explored the organizational structure of the United Nations. They created a Brace Map, graphic organizer showing how the different organs of the United Nations work together to accomplish its many missions. The students then each selected one of the United Nations Sustainable Development Goals and researched the goal and created a presentation for the class. Grade 9.3 will continue to explore the Sustainable Development Goals during Humanities class.

九年级三班的学生探究了联合国的组织结构。他们制作了一张括号图示组织图，展示联合国不同机构如何相互协作，以完成其多项使命。随后，每位学生选择了一个联合国可持续发展目标（SDGs），对该目标进行研究，并为全班完成了一次展示。九年级三班将在接下来的人文课程中继续深入探究可持续发展目标。



IMYC Music



Making of a Music Game 制作音乐游戏

Students in Grade 7 worked on a unique project combining musical skills, puzzle solving, creative thinking, and computer coding. Students were tasked to create a music game using block coding software. The first step was to research what others have created to find out what the possibilities were with the software. Then they began to make their own game while at the same time adding personal flair and touches to their individual projects. The class also had the opportunity to use a special “touch” interface to control the program using conductive copper tape and a microcontroller. Who knows what creative solutions they will think of next?

七年级的学生参与了一项独特的项目，该项目将音乐技能、解谜能力、创造性思维和计算机编程技能融为一体。学生们被赋予任务，使用块状编码软件来开发一款音乐游戏。第一步是进行相关研究，了解他人已创建的内容，以探索该软件可能具备的潜力。随后，他们开始着手制作自己的游戏，同时也在各自的项目中融入了个人特色和创意元素。班级成员还获得了使用一种特殊的“触摸”界面来通过导电铜带和微控制器控制程序的机会。他们接下来还会想出哪些富有创意的解决方案呢？

IMYC Art

Confidence Through Community: An IMYC Art Journey

在社区中自信成长：一次 IMYC 艺术之旅

This term, our IMYC unit saw students immersed in a deep exploration of Tradition and Community, drawing inspiration from masters like O'Keeffe and Monet. As the unit wraps up, it has been incredible to witness their artistic confidence blossom. This was not given but constructed through collaboration. In the studio, a palpable sense of purpose took over as students worked shoulder-to-shoulder, sharing techniques and ideas to help each other finish their projects. This supportive environment transformed personal visions into tangible realities, proving that the strongest confidence is built together, echoing the very community spirit they studied

本学期，在 IMYC 单元学习中，学生们深入探究了传统与社区这一主题，并从欧姬芙（O'Keeffe）和莫奈（Monet）等艺术大师的作品中汲取灵感。随着单元接近尾声，看到学生们艺术自信心的不断成长，令人十分欣喜。这种自信并非与生俱来，而是在合作中逐步建构起来的。

在艺术教室里，学生们肩并肩地投入创作，彼此分享技法与想法，互相支持完成作品，现场充满了明确的目标感与专注力。这种积极、互助的学习氛围，将个人的艺术构想转化为真实可见的成果，也生动地证明了——最坚实的自信来自于共同努力，正如他们在单元中所探究的社区精神一样。



IMYC Specialists: Drama and PE

Developing Athletic Performance and Team Sport Skills

发展田径表现与团队运动技能

During IMYC Physical Education lessons, students in Grades 7, 8, and 9 participated in units focusing on Handball and Track and Field, developing both team sport skills and individual athletic performance. In the Handball unit, students learned the rules of the game, basic attacking and defending principles, and key skills such as passing, catching, shooting, and movement off the ball. Through small-sided games and modified match play, students improved their decision-making, tactical awareness, communication, and teamwork, while demonstrating sportsmanship and respect for others.

In the Track and Field unit, students focused on 200-meter running, including free sprinting and hurdles-style running. Lessons emphasized running technique, speed control, stride rhythm, coordination, and safe approaches to hurdling. Students worked on improving personal performance while learning the importance of warm-ups, cool-downs, and race strategies.

Across both units, students were encouraged to set personal goals, reflect on their progress, and support peers in a positive learning environment. The program helped students build physical fitness, confidence, resilience, and a positive attitude toward lifelong physical activity.



在 IMYC 体育课程中，七、八、九级的学生学习了手球和田径两个单元，全面发展了团队运动技能和个人运动能力。

在手球单元中，学生学习了比赛规则、基本的进攻与防守原则，以及传球、接球、投篮和无球跑动等关键技能。通过小组比赛和改编规则的实战练习，学生提升了战术意识、决策能力、沟通能力和团队合作精神，并在活动中展现出良好的体育精神与相互尊重。

在田径单元中，学生重点练习了200米跑，包括自由跑和跨栏式跑步。课程强调跑步技术、速度控制、步频节奏、身体协调性以及安全的跨栏方法。学生在不断练习中提高个人表现，并学习了热身、放松和比赛策略的重要性。

通过这两个单元的学习，学生被鼓励设定个人目标、反思学习过程，并在积极的学习环境中支持同伴。整体课程帮助学生提升了体能、自信心和抗挫能力，并培养了对终身体育锻炼的积极态度。

Introduction to scripted Scenes and Blocking.

剧本场景与舞台走位入门



IMYC students are concluding their "intro to scripted scenes and blocking" unit. Over the past month, students have learned how to read, understand and interpret a scripted scene. They used scripts to create short skits with their groups.

Students learned how to use blocking to create interesting images on stage. They practiced moving with purpose to show character relationships, emotions, and status. Our IMYC learners also learned how to analyze a script, looking closely at what the writer wanted to communicate. At the same time, they made creative choices about how they wanted to interpret the scene.

This helped students begin thinking like directors, making decisions about character, movement and meaning. In the next few weeks, students will consolidate and show evidence of their learning through performative, creative and reflective approaches.

IMYC学生正在结束他们的剧本场景和走位单元的介绍。在过去的一个月里，学生们学习了如何阅读、理解和解释剧本场景。他们使用剧本与小组一起创作了简短的短剧。

学生们学习了如何使用走位在舞台上创造有趣的画面。他们练习有目的地移动，以展示角色关系、情感和地位。我们的IMYC学习者还学习了如何分析剧本，仔细观察作者想要传达的内容。同时，他们对如何诠释场景做出了创造性的选择。

这帮助学生开始像导演一样思考，做出关于角色、动作和意义的决定。

在接下来的几周里，学生们将通过表演性、创造性和反思性的方式巩固并展示他们的学习成果。

学生英文作品

